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ABSTRACT

Using data from a national study of Chapter 1 implementation, this study describes the Chapter 1 teaching force. Over the 1991-92 school year, surveys were completed by a nationally representative sample of Chapter 1 teachers and aides, and regular classroom teachers in elementary schools, middle schools, and secondary schools. This study focuses on the elementary school level. Chapter 1 services are provided by teachers and aides. Chapter 1 aides have an average of 8 years of instructional experience, while teachers have an average of 17 years of experience. Chapter 1 teachers are more likely to have a master's degree than are their regular classroom colleagues. Most instructional staff report having some inservice or professional development over the preceding year. Regular and Chapter 1 teachers had similar amounts of staff development training, while aides had somewhat less. Describing the various domains of experience, education, and certification does not, of itself, describe the quality of the services provided, but it does result in a better understanding of the range of Chapter 1 services. Six figures illustrate teacher characteristics and background. (SLD)

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LEVERS ON SCHOOL QUALITY IN THE CHAPTER 1 PROGRAM

THE CHAPTER 1 TEACHING FORCE

Beth Gamse & Marc Moss, Abt Associates
AERA 1993 Annual Meeting, Atlanta GA

Introduction

This presentation, drawn from a national study of Chapter 1 implementation, describes the Chapter 1 teaching force. Over the 1991-92 school year, surveys were completed by a nationally representative sample of Chapter 1 teachers and aides and regular classroom teachers in elementary, middle, and secondary schools. Within each school, Chapter 1 and regular instructional staff were selected randomly to complete surveys about instructional services, educational background, staff development, and other topics. This discussion will focus on elementary level Chapter 1 and regular classroom teaching staff.

Who teaches Chapter 1 students?

Chapter 1 services are provided by both teachers and classroom aides, dependent upon the service delivery model of a given school district and/or the state. The features we will describe today include the amount of teaching or classroom experience, regular and Chapter 1 teachers' and aides' educational backgrounds (e.g., degrees attained, and areas of certification).

Experience

Not surprisingly, teachers--both regular and Chapter 1--have more experience, on average, than do instructional aides. Chapter 1 aides have an average of eight years of instructional experience, while Chapter 1 teachers have an average of 17. Regular classroom teachers are very similar to Chapter 1 teachers, with an average of 15. Both teachers and aides have remained in the same school for a long time; aides have been in the school for an average of 6 years, while Chapter 1 and regular classroom teachers have been in the same place for an average of 8 and 9 years, respectively.

(Figures 1 & 2)

Figure 1:

Years of Experience

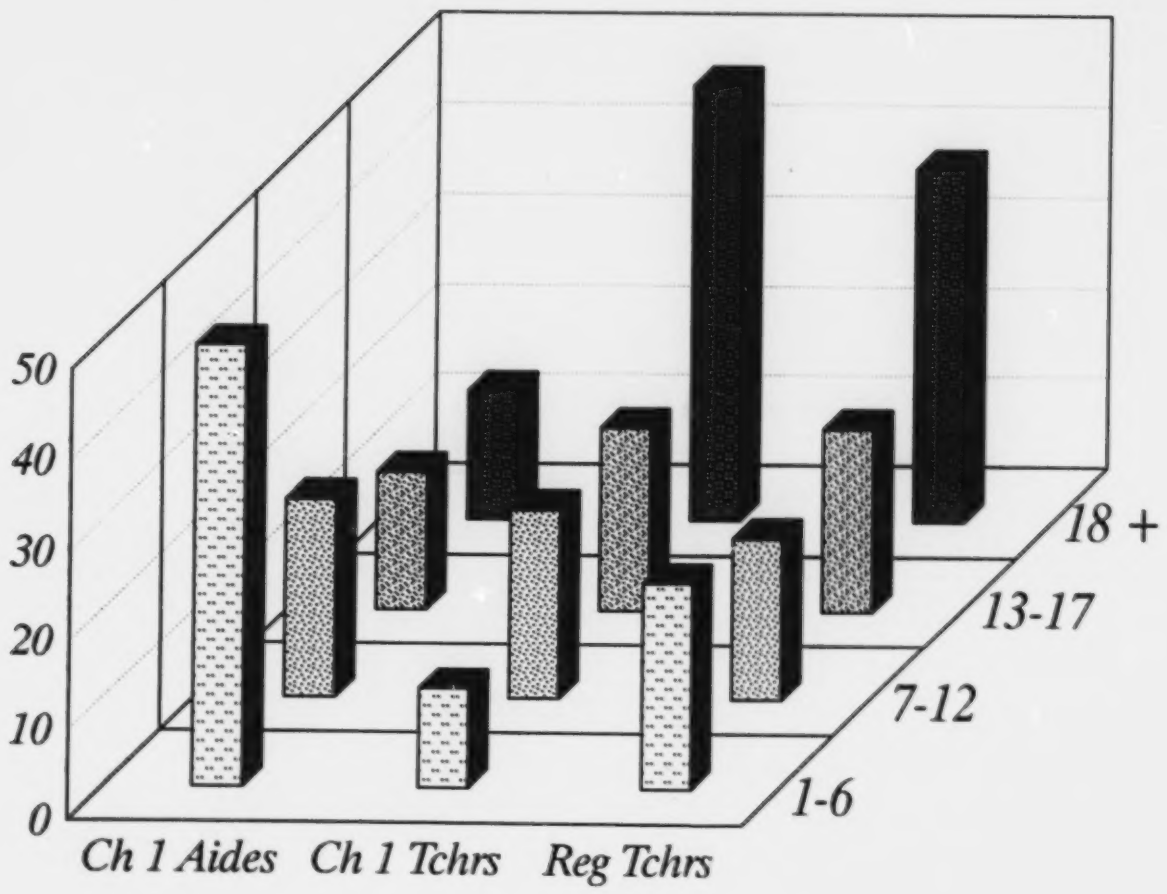
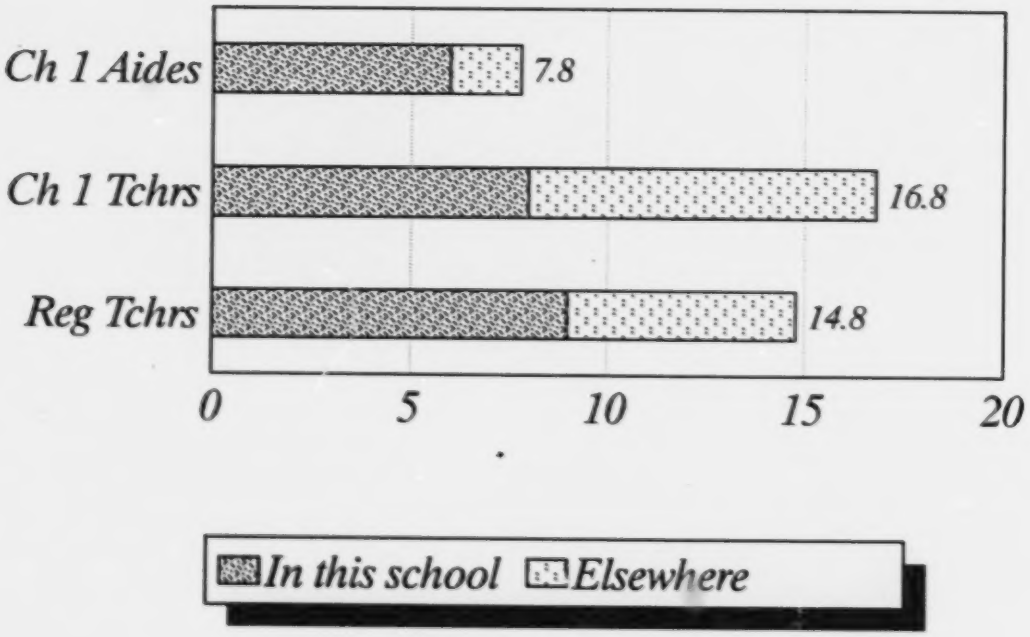


Figure 2:

Mean Years of Experience



Educational Attainment

Chapter 1 teachers are also more likely to have completed a Master's degree than their regular classroom colleagues; forty-six percent of Chapter 1 teachers, and 34 percent of regular classroom teachers have a Master's degree. An additional 16 percent of Chapter 1 teachers, and 5 percent of regular teachers have at least one year of coursework or certification beyond a Master's. The educational profile of teachers (regardless of assignment to Chapter 1 or regular classroom) and aides are quite different; 13 percent of aides, and 99 percent of teachers have a bachelor's degree.

(Figure 3)

Number of Students Seen by Chapter 1 Instructional Staff

The students who participate in the Chapter 1 program represent the audience for instruction provided by Chapter 1 teachers and aides as well as regular classroom teachers. Regular classroom teachers provide instruction to Chapter 1 participants in many subject areas, and they work with Chapter 1 students in the contexts of larger groups of students. Chapter 1 teachers and aides provide instruction in in-class as well as pull-out and other instructional settings, and they work with larger numbers of students; Chapter 1 instructional staff see anywhere from a handful to over 200 students a day.

Chapter 1 teachers see an average of 39 students a day; the median is 35, somewhat lower, because there are teachers who see quite large numbers of students. Twenty-five percent of Chapter 1 teachers see 48 or more students every day. Aides see fewer students--an average of 31. Fifty percent of the Chapter 1 aides see more than 25 students a day.

(Figure 4)

Number of Regular Classroom Teachers with Whom Chapter 1 Staff Coordinate

The Chapter 1 teaching force also interacts with other teachers, teachers whose students are served by Chapter 1. Chapter 1 teachers work with an average of 8 regular classroom teachers; aides work with somewhat fewer, on average--5. Taken together, the numbers of students seen on a daily basis and the number of classroom teachers with whom Chapter 1 staff interact illustrate the breadth of the Chapter 1 program quite compellingly.

(Figure 5)

Figure 3:

Educational Attainment

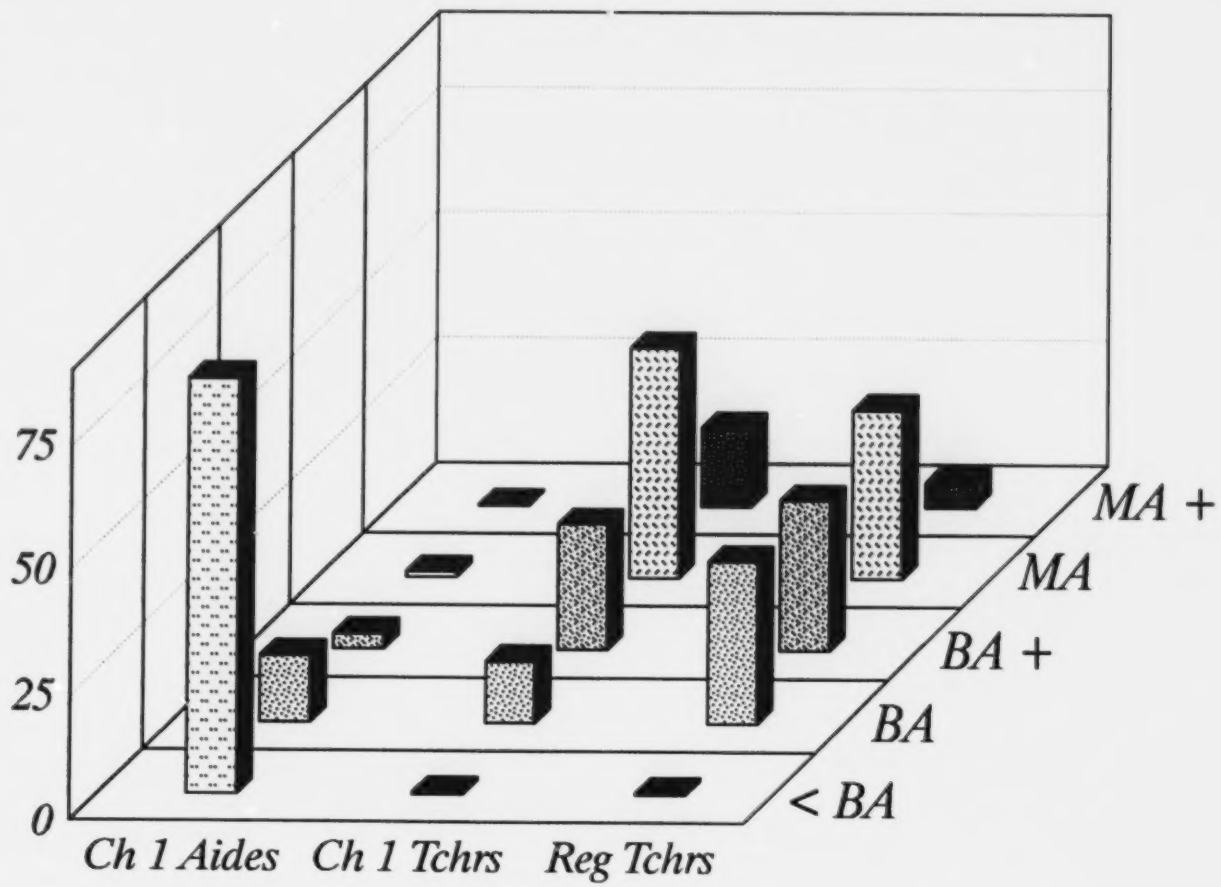


Figure 4:

Number of students seen per day

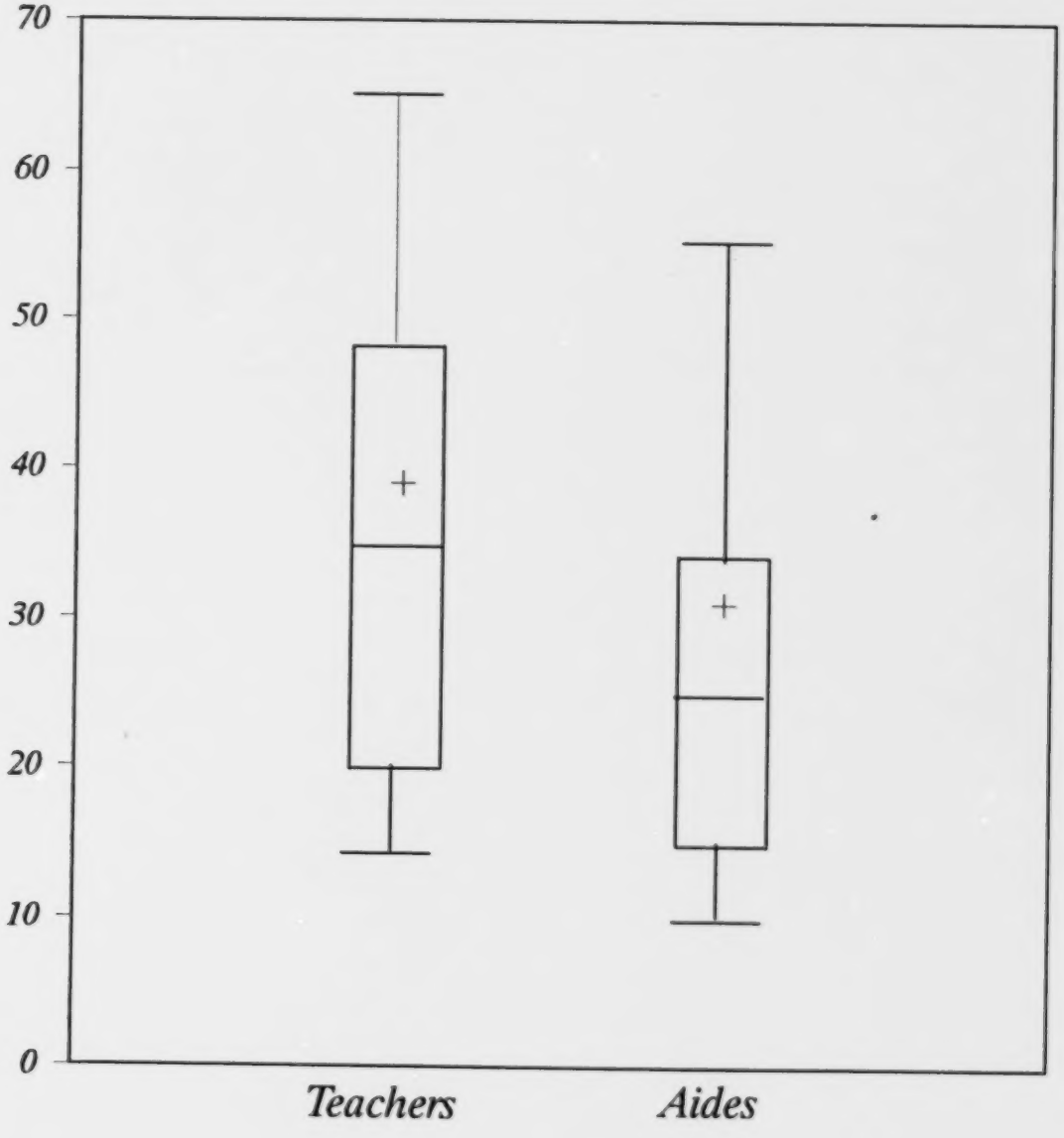
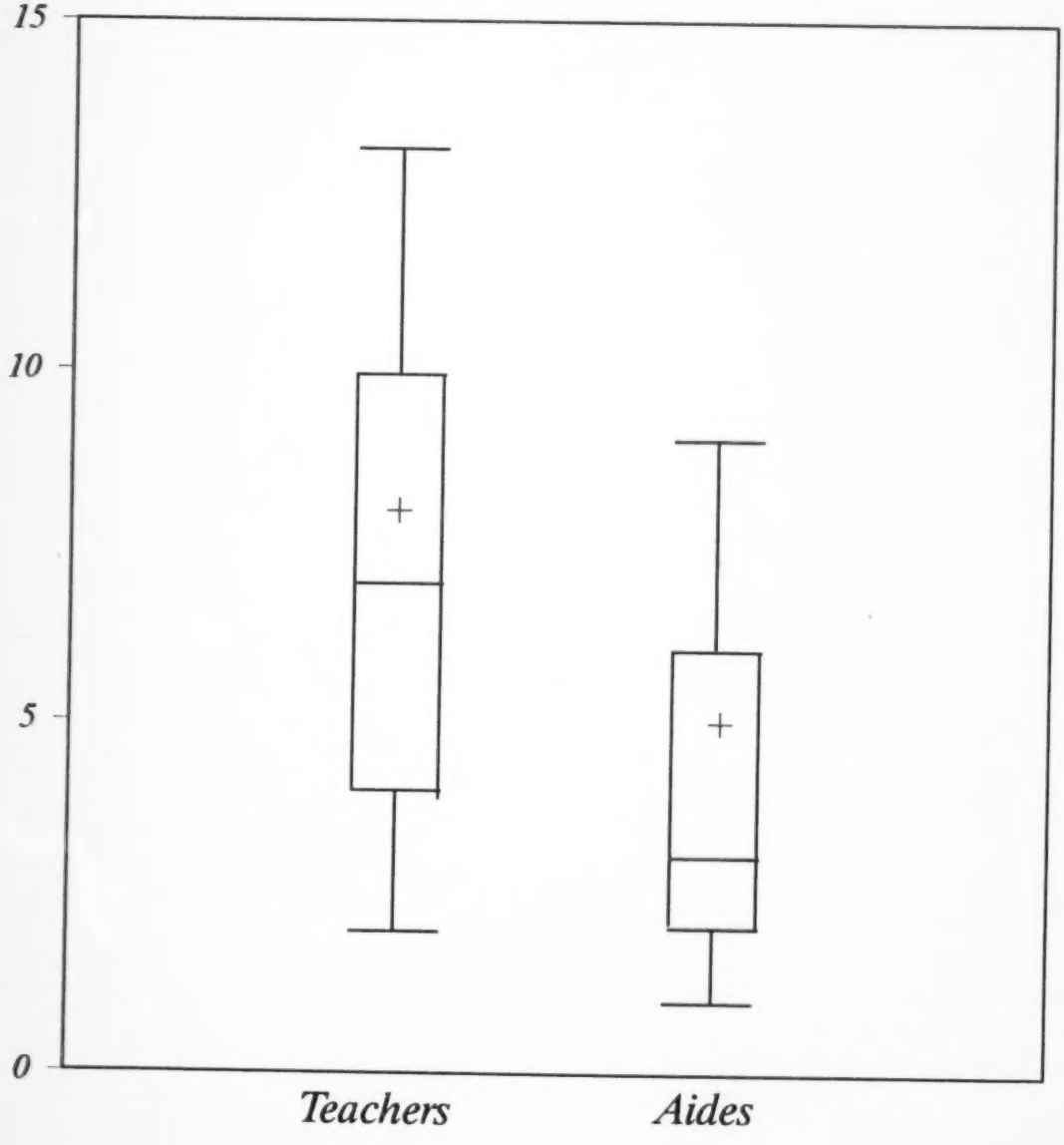


Figure 5:

Number of Regular Teachers with whom Chapter 1 staff coordinate



Staff development

Survey respondents described the amount of time they had spent in in-service or professional staff development over the preceding 12 months. The amount ranges from none at all to over 35 hours. Most instructional staff reported having had some; only five percent of aides, and less than 1 percent of Chapter 1 and regular teachers had none at all. Chapter 1 elementary aides spent significantly less time in staff development; 21 percent received 1 to 5 hours, while 6 percent of Chapter 1 teachers and 11 percent of regular classroom teachers participated in 5 or fewer hours. Generally, regular and Chapter 1 teachers reported similar amounts of staff development. Regular classroom and Chapter 1 teachers also reported covering similar topics, although more Chapter 1 teachers reported having spent time on such topics as instruction for low-achieving students, parent involvement, and higher order thinking skills than did their regular classroom counterparts.

(Figure 6)

Summary

The various domains of experience, education, and certification help us understand who comprises the Chapter 1 teaching staff, how many students and teachers are affected by Chapter 1 service delivery, and the frequency and nature of in-service. Simply describing differences between quite distinct segments of the instructional force, however, does not in and of itself describe the quality of the services provided, but it does point to a better understanding of the range of service provision.

Figure 6:

Inservice hours in past 12 months